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ONTARIO

Department of Education

Courses of Study

Grades IX, X, XI and XII

HOME ECONOMICS

GENERAL and COMMERCIAL COURSES and VOCATIONAL COURSES

Issued by Authority of
The Minister of Education

Cur
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1942

COURSES OF STUDY

For

Grades IX and X

In

**Collegiate Institutes, High, Vocational and Continuation
Schools, and Public and Separate Schools**

And for

Grades XI and XII

In

**Collegiate Institutes, High, Vocational and Continuation
Schools**

HOME ECONOMICS

Objectives

1. To develop in pupils sound standards of living and an appreciation of the value of personal and social development.
2. To develop in pupils good judgment and the power of critical and creative thought as applied to their immediate problems.
3. To give pupils insight into and appreciation of the functions, values, and ideals of normal family life in a changing society. The course should develop in the pupil a conception of homemaking as an undertaking in which all members of the family co-operate.
4. To give pupils a working knowledge of procedures and an opportunity to participate in activities related to personal problems and the management of the home.

Suggestions for the Use of the Courses

Each course contains a suggested outline of work which may be covered. The teacher shall prepare the details to be taught under each topic, using references, illustrative material, and other teaching aids.

As a guide to the teacher in preparing the details of the courses, the amount of time for each topic is suggested. The period referred to is the single period of an 8-period day. The number of periods assigned to each topic indicates its relative importance. Provision should be made for pupil activity throughout the courses and this practical work should occupy not less than two-thirds of the allotted time.

It is not necessary that the various topics of each course or the content of any one topic be taken in the order given. This programme should be arranged to meet the needs and interests of the pupils and to co-ordinate the curricular and extra-curricular activities of the school and the community.

Consideration of standards and appraisal of work should accompany all projects.

GRADE IX
GENERAL AND COMMERCIAL COURSES
THE GIRL AND HER HOME

I. Personal Appearance and Deportment: (Twenty periods.)

A. Health—clothes, food, exercise, fresh air, sunshine, and sleep.

B. Posture and Carriage.

C. Grooming and its Practice.

1. Cleanliness—body, hair, nails, and teeth.

2. Clothing—appropriateness and care:

(a) suitable to individual, occasion, weather;

(b) repairs—fastenings, darns;

(c) routine practices—hanging, brushing, sponging; pressing, airing, folding;

(d) laundering—underwear, stockings, handkerchiefs.

NOTE: Emphasis should be placed on the care of clothing as a wartime conservation measure.

D. Manners—at home and in public.

II. Clothing: (Fifty-two periods.)

A. Selection.

1. Aesthetic value:

(a) interpretation of personality according to type and temperament;

(b) analysis of costume according to colour, line, and fabric, and its relation to the individual.

2. Economic aspects:

(a) suitable to the needs of the wearer;

(b) original cost and upkeep;

(c) planning purchases based on present wardrobe;

(d) quality of garments.

NOTE: The above topics should be interpreted in terms of wartime conditions as related to fabrics and ready-made clothing.

B. Construction.

Simple cotton or linen problems related to the needs of the pupil; the selection to be made from the following:

1. For pupils who have had no previous instruction in sewing:

(a) pin cushion—including machine operation;

(b) uniform to be used in food preparation classes, including towel, potholder, hair band, and apron; machine operation to be emphasized.

NOTE: Where a suitable apron for a class uniform can be obtained at a reasonable price, the teacher may substitute one of the problems from (2).

(c) collar and cuff set, or other similar problem selected by the teacher.

2. For pupils who have completed Grades VII and VIII Home Economics Course:

- (a) collar and cuff set, or other similar problem selected by the teacher;
- (b) slip, or nightgown;
- (c) blouse;
- (d) shorts (underwear).

NOTE: In the construction of any of the problems mentioned above, either for the pupil or as a donation to a war organization, the following details should be considered:

- (a) use of a commercial pattern—choice, interpretation, alteration;
- (b) choice of material—use, suitability, cost;
- (c) preparation of material—shrinking, straightening;
- (d) application of fundamental construction processes and principles of fitting;
- (e) evaluation of finished problem in terms of standards.

III. Crafts: (Eight periods.)

It is suggested that simple handicrafts which are in vogue and which meet the interest and ability of the pupil be taught during the class period. These may be completed at home or used as supplementary work during the term. Craft problems should be so selected that there is definite educational progression of techniques.

The following suggestions may help the teacher in her selection of problems.

- knitting—face cloth, bag, bed-socks, ankle socks, infant's clothing;
- weaving—belt, purse;
- crocheting—belt, place mat;
- darning or cross-stitch applied to huckaback linen.

IV. The Background of Canadian Home Life: (Six periods.)

- A. Shelter, Food, and Clothing—types, development, methods of financing.
- B. Occupations—related to the home.
- C. Education—in the home, in the school.
- D. Community Life—for mutual benefit, pleasure.

V. Home Responsibilities: (Eight periods.)

A. Work:

- 1. Participation in home tasks by individual members of the family.
- 2. Short cuts in the performance of tasks—selection and arrangement of equipment, correct working methods.

B. Time:

Benefits of a schedule—improved health, tasks efficiently and easily completed, more leisure available.

C. Income:

1. Sources—wages, work done in the home, public services, students' contribution;
2. General distribution and pupil's share in the use of family income.

D. Recreation:

1. Benefits to home and family life;
2. Forms of recreation for family participation.

VI. Nutrition and Health: (Eight periods.)

A. Nutrition problems of the family:

1. Importance and use of food;
2. Factors affecting energy needs;
3. Variations in the needs of the individual members of the family;
4. Importance of correct food habits in maintaining health.

B. Home responsibilities for Health and Nutrition:

1. Consideration of available foods;
2. Observance of public regulations relating to foods and health;
3. Provision of good living and working conditions;
4. Prevention of contagion and infection by proper handling of food;
5. Recognition of and co-operation with school, industrial and other health agencies.

VII. Meal Management: (Fifty-eight periods.)

A. Consideration of the Family Meals:

1. Planning:

- (a) to meet the nutritional needs of each member of the family;
- (b) varied and pleasing food combinations;
- (c) the provision of economical meals;
- (d) to conserve time and effort in the preparation and service;
- (e) meals which may be prepared with the available equipment;
- (f) use of seasonable and readily available foods.

NOTE: See Canada's Official Wartime Food Rules.

2. Food Purchasing:

- (a) standards for places of purchase;
- (b) cost of foods used in meal preparation;
- (c) etiquette in buying;
- (d) quantities and qualities of food;
- (e) division of money allowed for food.

3. Preparation:

- (a) meals of good standard;
- (b) economical use of food and prevention of waste;
- (c) conservation of fuel;
- (d) in a sanitary and orderly manner.

4. Serving:

- (a) good standards in keeping with the family position;
- (b) suiting method of service to the occasion.

5. Behaviour of members of the family:

- (a) consideration of others to promote happiness in the family;
- (b) maintenance of desirable social customs;
- (c) meeting unfamiliar situations.

6. Hospitality:

- (a) attitude toward entertaining guests;
- (b) courtesy to guests;
- (c) social customs of the home.

B. Food Preparation and Service:

1. Family meals at home—breakfast, luncheon or supper dishes:

- (a) fruit—uncooked, cooked (fresh and dried);
- (b) cereals—cooked and commercially prepared breakfast cereals, dessert cereals, toast, muffins;
- (c) milk—beverages, desserts, cream sauce, cream soups;
- (d) eggs—cooked in the shell, creamy eggs, poached eggs;
- (e) vegetables—uncooked (salads), cooked (scalloped, vegetable plate), soup;
- (f) meat and fish—suitable for the above meals—prepared as salads or scalloped, bacon.

2. Lunch box meals.

3. Simple refreshments—for entertaining at home and for social events outside the home (sandwiches, hot and cold beverages).

C. Housekeeping Duties related to Meals:

- 1. Storage of food;
- 2. Care and cleaning of kitchen and dining-room;
- 3. Arrangement and care of flowers;
- 4. Care and laundering of aprons, linens, and towels.

NOTE: The divisions under the topic of "Meal Management" should be taken concurrently. "Consideration of the Family Meals" and "Housekeeping Duties related to Meals" will be the same for all pupils, but "Food Preparation and Service" should be modified for those who have not had Home Economics in Grades VII and VIII.

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE IX

One or more of each of the following (Latest Revision):

Allen and Briggs: If You Please—Longmans, Green & Co.....	\$1.90
Bailey: Meal Planning and Service—Copp, Clark Co.....	1.80
Balderston: Housekeeping Work Book—Longmans, Green & Co.....	.75

Baxter, Justin and Rust: Sharing Home Life—Longmans, Green & Co.	\$2.30
Butterick: Dressmaking Book—Butterick	.25
Clark, Quigley: Etiquette, Jr.—McClelland, Stewart Ltd.	2.00
Dean and Middleton: Junior Home Economics—Ryerson Press	.90
Dept. of Education, B.C.: Foods, Nutrition and Home Management Manual, Home Economics Circular No. 1.	
Duncan: The Complete Book of Progressive Knitting—Smithers & Bonellie	
Everson: Practical Sewing—Ryerson Press	.50
Gibson: On Being a Girl—Macmillan	2.00
Greer: Foods and Homemaking—Allyn & Bacon	1.80
Guillet: Early Life in Upper Canada—Ont. Publishing Co.	
Book II—Pioneer Life	.75
Book III—Pioneer Social Life	.75
Herrington: Pioneer Life Among the Loyalists of Upper Canada—Macmillan	.90
Home Economics Series:	
Deming: Home Nursing—Macmillan	.80
Evans: The Story of Textiles—Macmillan	.80
Harris: Careers in Home Economics—Macmillan	.80
Hawes: Good Grooming—Macmillan	.80
Price: Living with the Family—Macmillan	.80
Stone: The Meaning of Nutrition—Macmillan	.80
Hood and Polson: A Simplified Knitting Guide for Home and School—J. M. Dent	.50
Household Science Institute: The Art of Buying Carefully—Longmans, Green & Co.	.50
Jeffery: Picture Gallery of Canadian History, Vol. I—Ryerson Press	2.00
Jensen, Jensen, Ziller: Fundamentals of Home Economics—Macmillan	2.00
Laitem and Miller: Experiences in Homemaking—Ginn & Co.	2.00
McCall: Dressmaking Made Easy—McCall	.25
Pattinson: Canadian Cook Book—Ryerson Press	1.75
Roberts: Nutrition Work with Children—University of Chicago Press	4.00
Rose: Feeding the Family—Macmillan	3.75
Simplicity: Simplicity Sewing Book—Dominion Pattern Co., Toronto	.25
Trilling, Williams, Reeves: Problems in Home Economics—Longmans, Green & Co.	2.30
Vogue: Vogue's Guide to Practical Dressmaking—Vogue	.25

GRADE X

GENERAL AND COMMERCIAL COURSES

THE GIRL AND HER FAMILY

I. Family Relationships: (Eight periods.)

A. Services the Home provides for the Family:

1. Physical needs—shelter, food, clothing.
2. Early training and education.
3. Recreational activities.

B. Individual Contributions to good Family Relationships:

1. Loyalty to the family.
2. Recognition of rights of other members.
3. Co-operation in family activities.

II. Clothing: (Forty-eight periods.)

A. Selection:

1. The influence of historic costume on present day styles and fashions. This should be limited to the silhouette, or to one detail of costume such as the hat, shoes, dress, or skirt.
2. Suitability of design, material and colour of garment to:
 - (a) individual;
 - (b) season and climate;
 - (c) occasion;
 - (d) prevailing fashion.
3. Clothing needs:
 - (a) evaluation of present wardrobe;
 - (b) consideration of cost of additional garments in relation to the family clothing problem and to possible renovations.
4. Woollen and Linen materials:
 - (a) fundamental characteristics;
 - (b) weaves and staple materials;
 - (c) combination of fibres;
 - (d) value received compared with price paid.

NOTE: The above topics should be interpreted in terms of wartime conditions as related to fabrics and ready-made clothing.

B. Care of Woollen Garments:

1. Mending, patching, repair of—pockets, hems, seams, sleeves; also processes not taken in Grade IX.
2. Washing, tinting, sponging, pressing.
3. Removing spots made by sugar and grease.
4. Folding, hanging, storing.

NOTE: This work may be applied to clothing belonging to the pupil or other member of the family.

C. Construction.

1. Woollen garment: skirt, blouse, or simple dress from an old garment or from new material:

- (a) choice of design and material;
- (b) construction—preparation of material, selection and application of suitable seams, hem, neck and sleeve finishes, plackets, buttonholes, bands and belting;
- (c) emphasis on fitting and pressing throughout the construction of the garment.

2. Advanced linen or cotton problem:

Select one from the following:—pupil's blouse, pupil's dress, child's dress:

- (a) selection of material and design;
- (b) use of processes in this problem which have not been included previously in pupil's work—simple decorative stitches such as smocking, faggotting, cross-stitch.

III. Crafts: (Eight periods.)

Embroidery applied to household accessories:

towels, dresser scarves, or place mats; using any of the following—hemstitching, darning, Swedish weaving, hemmed applique.

NOTE: In the planning and making of any of the projects listed above, careful consideration should be given to the selection of the design and colour as well as to good technique.

It is not necessary that the lessons should be taken consecutively for eight periods. After the pupil has shown that she has learned the process, the work may be completed within a specified time.

IV. Care of the House: (Thirty-eight periods.)

A. Housework Schedule:

1. Planning of daily, weekly, and seasonal tasks.
2. Division of the work among the family.

B. Equipment and Materials for Cleaning: use, care and storage.

C. Cleaning of Rooms, Furniture, and Furnishings:

1. Care of floors, woodwork, windows, floor coverings, blinds, drapes, furniture, pictures, and ornaments.
2. Methods of eliminating unnecessary work and wear in the home.
3. Prevention and extermination of common household pests.

D. Home Laundry:

1. Mending and sorting of household linen and family clothing.
2. Soaking, washing, rinsing, tinting, and drying.
3. Ironing, folding, and storage.

E. Safety Measures in the House:

1. Prevention of fires, burns, falls.
2. Simple first-aid treatment of resulting injuries in the home

V. Care of the Pre-school Age Child: (Eight periods.)

- A. Providing for cleanliness, sleep, fresh air, exercise.
- B. Training, feeding and dressing of children.
- C. Selecting suitable games and playthings.
- D. Developing good habits.

VI. Family Meals: (Fifty periods.)

A. Nutritional Needs of the Family:

- 1. Study of Canada's Official Wartime Food Rules.
- 2. Food nutrients—their source and function.
- 3. Planning and analysis of balanced menus.
- 4. Criticism of popular meals from the nutritional standpoint.

B. Food Costs:

- 1. Cost of family meals.
- 2. Improving nutrition on the money allowance.
- 3. Economical meals.
- 4. Saving by careful storage of food.

C. Organization in Meal Preparation:

- 1. Advance menu making and food purchase.
- 2. Work plans for meals.
- 3. Overlapping and short cuts in preparation.
- 4. Simplifying family meal service.
- 5. Family co-operation and responsibilities.

D. Preparation and Use in Family Meals of:

- 1. Vegetable and cream soups; soup accompaniments.
- 2. Fresh, cooked fruit and vegetable salads; simple salad dressings.
- 3. Luncheon and supper dishes—plain and toasted sandwiches; cheese, egg, and left-over meat and vegetable dishes.
- 4. Inexpensive meat and fish—broiled steaks, liver and bacon, sausages; stews, meat and fish loaves.
- 5. Cornstarch, custard, and gelatine desserts.
- 6. Muffins, tea biscuits, plain cakes.
- 7. Beverages made with milk or fruit; tea, coffee.

E. Entertaining for Special Occasions in the Home:

- 1. Preparing and serving a birthday or holiday meal.
- 2. Duties of a hostess, junior hostess, or guest.

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE X

1. List of reference books given for Grade IX.

2. Additional references recommended as follows (Latest Revision):

Ahern, Eleanor: The Way We Wash Our Clothes—M. Barrows & Co.....	\$2.00
Baxter and Latzke: Modern Clothing—Longmans, Green & Co.....	2.30
Craig and Rush: Clothes with Character—Macmillan.....	1.60
Craig and Rush: The Charm Chart—Macmillan.....	.15
Dennis: Living Together in the Family—American Home Economics Association.....	1.10
Goodspeed and Johnston: Care and Guidance of Children—Longmans, Green & Co.....	2.30
Gorrell, McKay and Zuill: Food and Family Living—Longmans, Green & Co.....	2.30
Harris and Huston: New Home Economics Omnibus—Macmillan.....	2.00
Harris and Lacey: Everyday Foods—Thomas Allen.....	2.50
Hess: Textile Fibres and Their Use—Longmans, Green & Co.....	4.00
Hughes: Introductory Foods—Macmillan.....	3.00
Jordan, Ziller, and Brown: The Home and Family—Macmillan.....	2.20
Justin and Rust: Home and Family Living—Longmans, Green & Co.....	2.70
Lanman, McKay, Zuill: Food and Family Living—Longmans, Green & Co.....	2.30
Lester: Historic Costume—Copp, Clark Co.....	5.00
Rathbone and Tarpley: Fabrics and Dress—Thomas Allen.....	1.60
Trilling and Williams: Art in Home and Dress—Longmans, Green & Co.....	2.70
Van Duzer and Others: Everyday Living for Girls—Longmans, Green & Co.....	2.50
Bulletins.	
Magazines.	
Pamphlets.	

GRADE XI

GENERAL AND COMMERCIAL COURSES

THE GIRL, HER HOME, AND FRIENDS

I. Social Relationships: (Twelve periods.)

- A. Desirable personal qualities.
- B. Self-analysis and improvement.
- C. Value of friendships.
- D. Responsibilities to friends and associates.
- E. Recognition of social customs and everyday courtesies.

II. Textile Arts: (Sixty periods.)

A. Costume:

1. Clothing standards:

- (a) style and design;
- (b) fit and finish;
- (c) hygienic qualities;
- (d) wearing qualities and cost.

2. Planning an ensemble:

- (a) unity in colour and design;
- (b) suitability to the wearer and the occasion.

3. Study of silk and synthetic fabrics:

- (a) weaves and textures;
- (b) adulteration and cost.

4. Making of lingerie, blouse, or simple dress (preferably of silk or synthetic fibre):

- (a) selection and simple modification of commercial pattern;
- (b) application of new processes such as seam, edge, and placket finishes;
- (c) use of decorative lines found in current fashion trends.

5. Felt hat renovation or fabric hat construction using a commercial pattern:

- (a) ripping or cutting;
- (b) cleaning, steaming, pressing;
- (c) stitching and trimming.

6. Accessories:

- (a) choice of accessories for variety, harmony, expression of personality;
- (b) wearing of accessories;
- (c) making of accessories for ensemble, such as handbag, scarf, belt, or handkerchief.

7. Care of costume:

- (a) arrangement and use of clothes closet;
- (b) removal of stains;
- (c) laundering of silk and synthetic fabrics;
- (d) safe methods of dry cleaning.

B. Household linens:

1. Choice and replacement.
2. Repair and care.
3. Class problems according to local needs—the following are suggested: table damask, quilts, sheets, pillow-cases.

III. Planning and Operating the Home: (Sixty periods.)

A. Standards for a home:

1. Health—location, construction, size, sanitation, lighting, furnishings.
2. Comfort and beauty.
3. Efficiency—size, equipment, arrangements.
4. Happiness.

B. Home financing:

1. Portion of general budget for shelter, furnishings, and operating.
2. Purchasing methods.
3. Economical practices in home operation.

C. Selection of a home:

1. Location and site.
2. Types of dwelling.
3. Floor plans.
4. Home lighting, heating and ventilation.
5. House exteriors.

D. Furnishing and decorating:

1. Essentials for each room.
2. Additions for increased comfort.
3. Interior finishes.
4. Arrangement of furnishings.

E. Renovation problems:

1. Home improvement schemes.
2. Painting, remodelling and rearranging of furniture.
3. Addition of new furnishings.

F. Care and repairing of household equipment—taps, traps, electric cords and connections.

G. Household accessories—individual or class problems—the making of rugs, cushions, curtains, covers for straight chairs, or improvised furniture.

IV. Home Care of the Sick: (Twenty-four periods.)

- A. Suggestions for sick-room attendants.
- B. Sick-room sanitation.
- C. Physical symptoms of illness.
- D. Care of patient:
 - 1. Routine for comfort.
 - 2. Administration of medicine, food, and other requirements.
 - 3. Rest and entertainment.
- E. Communicable diseases—regulations, prevention, care.
- F. First Aid in emergencies.

V. Care of the Infant: (Twelve periods.)

- A. Bathing, exercising and dressing.
- B. Selection and care of clothing.
- C. Feeding and sleeping habits.
- D. Prevention of infection and symptoms of illness.
- E. Practical suggestions for care and training.

VI. Nutrition, Food and Entertainment: (Seventy-two periods.)

- A. Family Food Studies in Canada (see pamphlets Department of Pensions and National Health):
 - 1. Methods of determining adequacies of the family's food.
 - 2. Results of such investigations.
 - 3. Recommendations for improved nutrition and health.
 - 4. Canada's Official Food Rules.
 - 5. Benefits of rationing.
 - 6. Rationed foods and the use of substitutes.
- B. Processing of food:
 - 1. Study of milk, milk products, fruits, vegetables, cereals, sugar, meats, fish and eggs.
 - 2. Practice of home processing such as drying, canning, storing.
- C. Family meals:
 - 1. Planning and analysis of meals from nutritional standpoint.
 - 2. Table appointments—selection, arrangement; use and care of linen, silver, china, glass and decoration.
 - 3. Meal preparation:
 - (a) advanced food preparation—
 - (1) vegetables—unfamiliar varieties and new methods,
 - (2) meats—steaks, chops or roasts,
 - (3) flour mixtures—quick breads, small and large cakes,
 - (4) desserts—frozen desserts and batter puddings;
 - (b) use of home and commercially processed food;
 - (c) use of left-overs to produce economical soups, salads, main courses and desserts;
 - (d) emergency and outdoor meals—
 - (1) use of reserve food supply,
 - (2) use of quickly prepared dishes.

D. Home entertainment:

1. Etiquette to be observed by members of the family and guests.
2. Suitable meals for various occasions—afternoon teas, evening functions, children's parties.
3. Preparation and service for at least one of the above occasions.

E. Meals for the home invalid:

1. Suitable food selected from family meals.
2. Preparation and service of the tray.

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE XI

1. List of reference books given for Grade IX and Grade X.

2. Additional references recommended as follows (Latest Revision):

Agan: The House—Longmans, Green & Co.	\$4.50
Balderston: Housewifery—Longmans, Green & Co.	4.50
Davis: Vitality Through Planned Nutrition—Macmillan	2.20
Erwin: Practical Dress Design—Macmillan	3.50
Fowler and Alexander: A Sewing Manual—Macmillan	1.60
Groves, Skinner, Swenson: The Family and Its Relationships—Longmans, Green & Co.	2.50
Lamprey: The Story of Cookery—Longmans, Green & Co.	2.50
Raushenbush: How to Dress in Wartime—Longmans, Green & Co.	2.50
Sherman and Langford: Essentials of Nutrition—Macmillan	3.50
Silver: Foods and Nutrition—Ryerson Press	3.25
Stanley and Cline: Foods, Selection and Preparation—Ginn & Co.	2.50
Tisdall: Home Care of Infant and Child—J. M. Dent	3.00
Turner, Collins, Morgan: Home Nursing and Child Care—Copp, Clark Co.	1.25

Bulletins and Manuals:

- Better Buymanship Bulletins, 80 Richmond Street West, Toronto.
- Canadian Welfare Council Bulletins, Parliament Bldgs., Ottawa.
- Department of Agriculture Bulletins, Parliament Bldgs., Ottawa.
- Department of Agriculture Bulletins, Parliament Bldgs., Toronto.
- Department of Pensions and National Health, Parliament Bldgs., Ottawa.
- Life Insurance Bulletins.
- Emergencies in Wartime, 621 Jarvis Street, Toronto.
- Manual for Home Nursing, 621 Jarvis Street, Toronto.
- St. John Ambulance Handbook, 416 Bloor Street East, Toronto.

Magazines.

Pamphlets.

GRADE XII
GENERAL AND COMMERCIAL COURSES
THE GIRL AND THE COMMUNITY

I. Community Relationships: (Ten periods.)

A. Adjustment of the individual in the community:

1. Study of occupations for girls.
2. Demands of the business world.
3. Needs and opportunities for continued education.
4. Ideals for a happy life.

B. The contribution of the individual to the community:

1. Economic independence.
2. Neighbourhood co-operation.
3. Participation in organizations.

C. Benefits afforded by the community:

1. Government representation and protective legislation
2. Social welfare and recreational opportunities.
3. Educational and religious privileges.

II. Textile Arts: (Commercial Course—Forty periods; General Course—Seventy periods.)

A. Costume design:

1. Evolution of a garment:

- (a) historic, coutourier and current influences;
- (b) route from designer to wearer;
- (c) study of Canada's wartime clothing regulations.

2. Design and construction of a garment (blouse, house-coat, day or evening dress):

- (a) creation of design on lay or miniature figure, using fabric or paper;
- (b) development of pupil's design by modification of commercial pattern;
- (c) construction of the garment designed.

B. Dress alterations on new or worn garments:

1. Demonstration of simple alterations:

- (a) raising the waistline;
- (b) adjusting the shoulder;
- (c) fitting the sleeves;
- (d) inserting darts;
- (e) combining of fabrics.

2. Application by the pupil where practicable.

C. Crafts:

1. Appreciation of characteristics of some national and local crafts.
2. Adaptation of design from the above to personal articles and household accessories by means of embroidery—crewel work, darned net, Italian quilting, needle point, Swedish weaving.
3. Leather work—gloves, belts, purses or dress ornaments.

III. Consumer Education: (Forty periods.)

A. Budgets:

1. Family income.
2. Family needs.
3. Individual and family budgets.

B. Factors determining price:

1. Laws of supply and demand.
2. Methods of buying.
3. Methods of payment.

C. Guides to quality:

1. Appearance.
2. Price.
3. Grade.
4. Authoritative publications.

D. Advertising:

1. Methods.
2. Dangers and benefits.

E. Bargains and bargain goods:

1. Essentials of a bargain.
2. Reasons for bargain sales.

F. Responsibilities of the consumer:

1. Shopping ethics.
2. Education of the consumer
3. Sales resistance.

G. Consumer problems: Individual or group project—a critical study of one or more phases of consumer education as presented above, with particular emphasis on wartime regulations related to the home. These should be closely related to other units of the course.

IV. Home Mechanics: (Commercial Course—Ten periods; General Course—Twenty periods.)

A. Plumbing and sanitation

1. Requirements of the present-day home in city and country.
2. Operation and care of equipment.

B. Heating and ventilation:

1. Principles of air-conditioning
2. Operation and care of heating, cooling and humidifying systems.
3. Insulation.
4. Fuels—their cost and efficiency.

C. Lighting:

1. Types of home lighting.
2. Required units for different kinds of work.
3. Efficient use of light

D. Mechanical equipment—refrigerators, stoves, washers and small equipment:

1. Principles of operation.
2. Initial, maintenance and operation expenses.
3. Consumption of current or other fuel; reading meters.
4. Dangers of overloading; use of fuses.
5. Safety rules and regulations for operation.
6. Care and conservation.

V. Foods and Nutrition: (Commercial Course—Sixty periods; General Course—One hundred periods.)

A. Food requirements and dietary standards:

1. Functions of carbohydrates, fats and proteins; minerals and vitamins.
2. Valuable sources of each.
3. Relative composition of foods.
4. Amounts of common foods to provide an optimum intake.
5. Results of deficiencies.
6. Meal planning based on dietary standards.
7. Value of attractive, palatable and satisfying meals

B. Digestion and metabolism of food:

1. Structure and functions of digestive organs.
2. Absorption and utilization of food.
3. Excretion of end-products.

C. Meal preparation:

1. To meet a variety of dietary needs:
 - (a) adolescents and adults;
 - (b) sedentary and active workers;
 - (c) malnourished and overweight individuals.
2. To prepare a greater variety of cereals, fruits and vegetables, meats (including fish and fowl), salads, desserts, flour mixtures and appetizers.
3. Preparation and serving of tea, luncheon or supper to school groups.

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE XII

1. List of reference books given for Grades IX, X and XI.

2. Additional references recommended as follows (Latest Revision):

Berolzheimer: The American Woman's Cook Book—McClelland, Stewart Ltd.....	\$2.30
Best and Taylor: The Human Body and Its Functions—W. J. Gage.....	3.15
Bogert: Nutrition and Physical Fitness—S. J. Reginald Saunders.....	3.00
Byers and Kamholz: Designing Women—Schuster.....	1.96
Crawford: The Ways of Fashion—Thomas Allen.....	3.75
Farmer: The Boston Cooking School Cook Book—Ryerson Press.....	2.50
Hogarth: Modern Embroidery—McClelland, Stewart Ltd.....	2.69
Kennedy and Vaughan: Consumer Economics—Copp, Clark Co.....	1.92

GRADE IX
VOCATIONAL COURSE
THE GIRL AND HER HOME

I. Personal Appearance and Deportment: (Twenty periods.)

- A. Health—clothes, food, exercise, fresh air, sunshine, and sleep.
- B. Posture and carriage.
- C. Grooming and its practice:
 - 1. Cleanliness—body, hair, nails, and teeth.
 - 2. Clothing—appropriateness and care:
 - (a) suitable to individual, occasion, weather;
 - (b) repairs—fastenings, darns;
 - (c) routine practices—hanging, brushing, sponging, pressing, airing, folding;
 - (d) laundering—underwear, stockings, handkerchiefs.

NOTE: Emphasis should be placed on the care of clothing as a wartime conservation measure.

- D. Manners—at home and in public.

II. Clothing and Textiles: (One hundred and thirty-four periods.)

- A. Selection.
 - 1. Aesthetic value:
 - (a) interpretation of personality according to type and temperament;
 - (b) analysis of costume according to colour, line and fabric, and its relation to the individual.
 - 2. Economic aspects:
 - (a) suitable to the needs of the wearer;
 - (b) original cost and upkeep;
 - (c) planning purchases based on present wardrobe;
 - (d) quality of garments.

NOTE: The above topics should be interpreted in terms of wartime conditions as related to fabrics and ready-made clothing.

B. Study of Cotton.

- 1. Recognition of staple cotton materials, their use and cost.
- 2. Construction of material—weaving and knitting.
- 3. Colouring—dyeing and printing.
- 4. Advantages and disadvantages of finishes—filling, mercerizing, sanforizing.
- 5. Desirable qualities—fastness of colour, suitable designs, minimum shrinkage, non-fraying, non-stretching, ease in laundering.

C. Construction.

Simple cotton or linen problems related to the needs of the pupil:

- 1. For pupils who have had no previous instruction in sewing:
 - (a) pin cushion—including machine operation;
 - (b) uniform to be used in food preparation classes, including towel, potholder, hair band, and apron; machine operation to be emphasized.
 - (c) selection of one—slip or nightgown, shorts (underwear), blouse, or dress.

NOTE: Where a suitable apron for a class uniform can be obtained at a reasonable price, the teacher may substitute a problem from (2).

2. For pupils who have completed Grades VII and VIII Home Economics Course—four of the following problems:

- (a) collar and cuff set, or other similar problem selected by the teacher;
- (b) slip or nightgown;
- (c) shorts (underwear);
- (d) blouse;
- (e) dress.

NOTE: In the construction of any of the articles mentioned above, either for the pupil or as a donation to a war organization, the following details should be considered:

- (a) use of a commercial pattern—choice, interpretation, alteration;
- (b) choice of material—use, suitability, cost;
- (c) preparation of material—shrinking, straightening;
- (d) application of fundamental construction processes and principles of fitting;
- (e) evaluation of finished problem in terms of standards.

III. Crafts: (Sixteen periods.)

It is suggested that simple handicrafts which are in vogue and which meet the interest and ability of the pupil be taught during the class period. Pupils should become acquainted with the technique of as many as possible of the crafts mentioned below. These may be completed at home or used as supplementary work during the term. Craft problems should be so selected that there is definite progression of techniques.

The following suggestions may help the teacher in her selection of problems:

knitting—face cloth, bag, bed-socks, ankle socks, infant's clothing;
weaving—belt, purse;
crocheting—belt, place mat;
darning or cross stitch applied to huckaback linen.

IV. The Backgrounds of Canadian Home Life: (Ten periods.)

- A. Shelter, food, and clothing—types, development, methods of financing—trade, barter, government assistance.
- B. Occupations—related to the home.
- C. Education—in the home, in the school.
- D. Community life—for mutual benefit, for pleasure.
- E. Comparison of early pioneer life with present Canadian home life.

V. Home Responsibilities: (Twelve periods.)

A. Work:

- 1. Participation in home tasks by individual members of the family—daily, weekly.
- 2. Study of household tasks:
 - (a) choice and arrangement of equipment;
 - (b) use of correct working methods;
 - (c) short cuts in the performance of tasks.

B. Time:

1. Benefits of a schedule—improved health, work efficiently and easily completed, more leisure available.

C. Income:

1. Sources—money, work done in the home, public services, pupil's contribution.
2. General distribution and pupil's share in the use of the family income.
3. Supplementing the family income

D. Recreation:

1. Benefits to home and family life.
2. Forms of recreation for family participation—daily living, special occasions.

VI. Nutrition and Health: (Sixteen periods.)

A. Nutrition problems of the family:

1. Importance and use of food.
2. Factors affecting energy needs.
3. Variations in the needs of the individual members of the family—age, size, occupation, health, appetite.
4. Correct food habits in maintaining health.

B. Home responsibilities for Health and Nutrition:

1. Consideration of available foods;
2. Observance of public regulations relating to foods and health;
3. Provision of good living and working conditions;
4. Prevention of contagion and infection by proper handling of food;
5. Recognition of and co-operation with school, industrial and other health agencies.

VII. Meal Management: (One hundred and fifty-two periods.)

A. Consideration of the family meals:

1. Planning:

- (a) to meet the nutritional needs of each member of the family;
- (b) varied and pleasing food combinations;
- (c) the provision of economical meals;
- (d) to use left-overs;
- (e) to conserve time and effort in the preparation and service;
- (f) meals which may be prepared with the equipment on hand;
- (g) to use seasonable and readily available foods;
- (h) for special occasions.

NOTE: See Canada's Official Wartime Food Rules.

2. Food Purchasing:

- (a) standards for places of purchase;
- (b) etiquette in buying;
- (c) quantities and qualities to buy;
- (d) suggested division of money allowed for food;
- (e) factors which cause variation in the amount of money spent for food;
- (f) prevention of mistakes in buying;
- (g) cost of foods used in preparation of meals.

3. Preparation:

- (a) meals of good standard;
- (b) using food economically and preventing waste—preparation, cooking, serving;
- (c) conserving fuel;
- (d) sanitary and orderly manner of preparation.

4. Serving:

- (a) good standards in keeping with the family position;
- (b) suiting method of service to the occasion;
- (c) simple table appointments and decorations.

5. Behaviour of members of the family:

- (a) consideration of others to promote family happiness;
- (b) maintenance of desirable social customs;
- (c) meeting unfamiliar situations.

6. Hospitality:

- (a) attitude toward having guests;
- (b) courtesy to guests;
- (c) social customs related to the home.

B. Food preparation and service:

1. School Lunch:

- (a) essentials of a well-balanced school lunch;
- (b) suitable foods for box lunches;
- (c) selections from the school cafeteria;
- (d) preparation and packing of lunches.

2. Family meals at home—breakfasts, luncheon or supper dishes:

- (a) fruit—uncooked, cooked (fresh and dried), salads;
- (b) cereals—cooked and commercially prepared breakfast cereals, dessert cereals, toasts, muffins;
- (c) milk—cream sauce, cream soups, desserts, beverages;
- (d) eggs—simple main dishes, desserts;
- (e) vegetables (fresh and dried)—vegetable plates, salads, soups, scalloped dishes;
- (f) meat and fish—suitable for the above meals—prepared as salads or scalloped, bacon, minced steak.

3. Simple refreshments:

- (a) afternoon tea and evening refreshments—dainty sandwiches, toast, drop cookies, hot and cold beverages;
- (b) picnic lunches—sandwiches, relishes, fresh fruits, beverages.

C. Housekeeping duties related to meals:

1. Storage of food:

- (a) storage space and equipment;
- (b) care of perishable food—milk, eggs, butter, meat, vegetables, fruits.

2. Care and cleaning of the equipment and furnishings of:

- (a) kitchen;
- (b) dining room.

3. Care and laundering of aprons, linens, and towels.

4. Arrangement and care of flowers.

NOTE: The divisions under the topic of "Meal Management" should be taken concurrently. "Consideration of the Family Meals" and "Housekeeping Duties related to Meals" will be the same for all pupils, but "Food Preparation and Service" should be modified for those who have not had Home Economics in Grades VII and VIII.

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE IX
(See page 28)

GRADE X

VOCATIONAL COURSE

THE GIRL AND HER FAMILY

I. Family Relationships: (Twelve periods.)

A. Services the Home provides for the Family:

1. Physical needs—shelter, food, clothing.
2. Early training and education.
3. Recreational activities—individual, group.

B. Individual Contributions to good Family Relationships:

1. Loyalty to the family.
2. Recognition of rights of other members.
3. Co-operation in family activities.

II. Clothing and Textiles: (Two hundred and twenty periods.)

A. Selection:

1. The influence of historic costume on present-day styles and fashions. This should be limited to the silhouette, or to one detail of costume such as the hat, shoes, dress, or skirt.
2. Suitability of design, material and colour of garment to:
 - (a) individual;
 - (b) season and climate;
 - (c) occasion;
 - (d) prevailing fashion.
3. Clothing needs.
 - (a) evaluation of present wardrobe;
 - (b) consideration of cost of additional garments in relation to the family clothing problem and to possible renovations.

B. Study of linen and wool:

1. Recognition of common linen and wool materials—use, widths, cost.
2. Fundamental characteristics of the fibres.
3. Combinations of fibres.

NOTE: The above topics should be interpreted in terms of wartime conditions as related to fabrics and ready-made clothing.

C. Care of woollen garments:

1. Mending, patching, repair of—pockets, hems, seams, sleeves, and processes not taken in Grade IX.
2. Washing, tinting, sponging, pressing.
3. Removing spots made by sugar and grease.
4. Folding, hanging, storing.

NOTE: This work may be applied to clothing belonging to the pupil or other member of the family.

D. Construction:

1. Felt hat renovation or fabric hat construction—ripping or cutting, steaming, blocking, stitching, trimming.
2. Choice of—smock, housecoat, dressing gown, pyjamas—with emphasis on tailored finishes.
3. Woollen garment—two-piece dress or skirt and blazer from old garment or new material.
4. Advanced linen or cotton problem:

Select one from the following: pupil's blouse, pupil's dress, child's dress:

- (a) selection of material and design;
- (b) use of processes in this problem which have not been included previously in pupil's work—simple decorative stitches such as smocking, faggotting, cross-stitch.

III. Crafts: (Twenty-four periods.)

1. Embroidery applied to household accessories: towel, dresser scarf, place mats, using any of the following—hemstitching, darning, Swedish weaving, hemmed applique.
2. Continuation of knitting, crocheting, or weaving, introducing more advanced patterns.

NOTE 1: Pupils should become acquainted with the technique of as many of the processes as possible which are mentioned in (1) above.

NOTE 2: In the planning and making of any of the foregoing projects, careful consideration should be given to the selection of the design and colour as well as to good technique.

It is not necessary that the lessons should run consecutively for 24 periods. After the pupil has shown that she has learned the process, the work may be completed within a specified time

IV. Care of the House: (Seventy-six periods.)

A. Housework Schedule:

1. Planning of daily, weekly, and seasonal tasks
2. Division of the work among the family

B. Equipment and materials for cleaning: use, care, and storage

C. Cleaning of rooms, furniture and furnishings

1. Care of floors, woodwork, windows, floor coverings, blinds, drapes, furniture, pictures, and ornaments.
2. Methods of eliminating unnecessary work and wear in the home.
3. Prevention and extermination of common household pests.

D. Home Laundry:

1. Equipment needed in a home laundry—selection, use, care, storage.
2. Materials required for home laundering.
3. Mending and sorting of household linen and family clothing.
4. Soaking, washing, rinsing, tinting, and drying.
5. Ironing, folding, and storage.

E. Safety measures in the House:

1. Prevention of fires, burns, falls
2. Simple first-aid treatment of resulting injuries in the home.

V. Care of the Pre-school Age Child: (Twenty-four periods.)

A. Habit Formation:

regular schedules—feeding, sleep, rest, bathing, play, and exercise

B. Physical Care:

1. Clothing—comfortable, sufficient to meet weather needs, constructed for self-help.
2. Food—nutrition, development of good eating habits.
3. Prevention of infection—isolation, sanitation, food control.

C. Recreational Needs:

1. Toys—appropriateness, care.
2. Stories—suitability, value.

VI. Family Meals: (Two hundred and four periods.)

A. Nutritional Needs of the Family:

1. Study of Canada's Official Wartime Food Rules.
2. Food Nutrients—their source and function.
3. Planning and analysis of balanced menus.
4. Criticism of popular meals from the nutritional standpoint.
5. Correction of faulty nutrition

B. Food Costs:

1. Cost of family meals.
2. Improving nutrition on the money allowance.
3. Economical meals.
4. Saving by careful storage of food.

C. Organization in Meal Preparation:

1. Advance menu making and food purchase.
2. Work plans for meals.
3. Overlapping and short cuts in preparation.
4. Simplifying family meal service.
5. Family co-operation and responsibilities.

D. Preparation and Use in Family Meals:

1. Vegetable and cream soups; soup accompaniments.
2. Fresh cooked fruit and vegetable salads; simple salad dressings.
3. Luncheon and supper dishes—plain and toasted sandwiches; cheese, egg, and left-over meat and vegetable dishes.
4. Inexpensive meat and fish—hamburg steak, liver and bacon, sausages, stews, meat and fish loaves.
5. Cornstarch, custard, and gelatine desserts.
6. Muffins, tea biscuits, plain cakes.
7. Beverages made with milk or fruit; tea, coffee.

E. Training of the Home Waitress:

1. Qualifications of a good waitress.
2. Duties of a waitress.
3. Rules for simple table service.
4. Emergencies in service.

F. Emergency Meals:

1. Reserve food supplies.
2. Quickly prepared dishes.

G. Entertaining for Special Occasions in the Home:

1. Planning, preparing, and serving of a birthday, holiday, or Sunday supper.
2. The responsibilities of the hostess, junior hostess, and guest.

**REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS,
GRADE IX AND GRADE X**

One or more of each of the following (Latest Revision):

Ahern: The Way We Wash Our Clothes—McClelland, Stewart Ltd.	\$2.00
Allen and Briggs: If You Please—Longmans, Green & Co.	1.90
Bailey: Meal Planning and Service—Copp, Clark Co.	1.80
Balderston: Housekeeping Work Book—Longmans, Green & Co.	.75
Baxter, Justin and Rust: Sharing Home Life—Longmans, Green & Co.	2.30
Baxter and Latzke: Modern Clothing—Longmans, Green & Co.	2.30
Butterick: Dressmaking—Butterick	.25
Clark and Quigley: Etiquette Jr.—McClelland, Stewart Ltd.	2.00
Craig and Rush: Clothes with Character—Macmillan	1.60
Craig and Rush: The Charm Chart—Macmillan	.15
Dean and Middleton: Junior Home Economics—Ryerson Press	.90
Dennis: Living Together in the Family—American Home Economics Association	1.10
Denny: Fabrics—Longmans, Green & Co.	3.00
Evans: Costume Through the Ages—Longmans, Green & Co.	4.50
Everson: Practical Sewing—Ryerson Press	.50
Gibson: On Being a Girl—Macmillan	2.00
Goodspeed and Johnston: Care and Guidance of Children—Longmans, Green & Co.	2.30
Gorrell, McKay and Zuill: Food and Family Living—Longmans, Green & Co.	2.30
Greer: Foods and Homemaking—Allyn & Bacon	1.80
Guillet: Early Life in Upper Canada—Ont. Publishing Co.	
Book II—Pioneer Life	.75
Book III—Pioneer Social Life	.75
Harris and Huston: New Home Economics Omnibus—Ryerson Press	2.00
Harris and Lacey: Everyday Foods—Renouf Publishing Co.	2.50
Herrington: Pioneer Life Among the Loyalists in Upper Canada—Macmillan	.90
Hess: Textile Fibres and Their Use—Longmans, Green & Co.	4.00
Hogarth: Modern Embroidery—McClelland, Stewart Ltd.	2.69

Home Economics Series:

Deming: Home Nursing—Macmillan	.80
Evans: The Story of Textiles—Macmillan	.80
Harris: Careers in Home Economics—Macmillan	.80
Hawes: Good Grooming—Macmillan	.80
Price: Living with the Family—Macmillan	.80
Stone: The Meaning of Nutrition—Macmillan	.80

Hopkins: Dress Design and Selection—Macmillan.....	\$2.25
Household Science Institute: How to Judge Values—Longmans, Green & Co.....	.50
Hughes: Introductory Foods—Macmillan.....	3.00
Jordan, Ziller, and Brown: The Home and Family—Macmillan.....	2.20
Justin and Rust: Home and Family Living—Longmans, Green & Co.....	2.70
Laitern and Miller: Experiences in Homemaking—Ginn & Co.....	2.00
Lanman, McKay, Zuill: The Family's Food—Longmans, Green & Co.....	2.30
Lester: Historic Costume—Copp, Clark Co.....	
Matthews: The New Elementary Home Economics—Macmillan.....	1.75
McCall: Dressmaking Made Easy—McCall.....	.25
Minter: Modern Needlecraft—Blackie & Son.....	4.75
Pattinson: Canadian Cook Book—Ryerson Press.....	1.75
Ryan: Your Clothes and Personality—Ryerson Press.....	1.64
Simplicity: Simplicity Sewing Book—Dominion Patterns Ltd., Toronto.....	.25
Small: How to Know Textiles—Ginn & Co.....	1.64
Trilling and Nicholas: The Girl and Her Home—Thomas Allen.....	1.56
Trilling and Williams: Art in Home and Dress—Longmans, Green & Co.....	2.70
Vogue: Vogue's Guide to Practical Dressmaking—Vogue.....	.25
Bulletins.	
Magazines.	
Pamphlets.	

GRADE XI and GRADE XII

VOCATIONAL COURSES

Aim

To provide a background for pupils who anticipate earning a living in the fields related to Home Economics.

Suggestions for Use of Course

In Grade XI and Grade XII of the Vocational School it is suggested that arrangements be made to permit pupils to select options, Textile Arts or Foods and Cookery; or to permit the allotted time to be divided equally between these fields in order to give a general Vocational or Homemaking Course.

The industrial opportunities in the locality should act as a guide to the selection of these options, and also to the emphasis which is placed on the various topics of the units.

The suggested allotment of time in periods is as follows:

GRADE XI:

Unit	Food Option	Textile Art Option	Homemaking Option
Social Relationships.....	12	12	12
Textile Arts.....	60	60-400	60-200
Textiles.....	20	20	20
Arts and Crafts.....	40	40	40
Planning and Operating the Home.....	60	60	60
Consumer Education.....	40	40	40
Physiology and Dietetics.....	60	60	60
Home Care of the Sick.....	24	24	24
Care of the Infant.....	12	12	12
Foods and Cookery.....	72-400	72	72-200
	800	800	800

(Further explanation will be found at the end of Units II and VIII.)

GRADE XII:

Unit	Food Option	Textile Art Option	Homemaking Option
Community Relationships.....	10	10	10
Textile Arts.....	80	560	320
Consumer Education.....	40	40	40
Home Mechanics.....	30	30	30
Nutrition and Dietetics.....	80	80	80
Foods and Cookery.....	560	80	320

(Further explanation will be found at the end of Units II and VI.)

The outlines lend themselves to close correlation with other subjects of the curriculum, especially Social Studies, Health, Art and Science.

GRADE XI
VOCATIONAL COURSE

THE GIRL, HER HOME, AND FRIENDS

I. Social Relationships: (Twelve periods.)

- A. Desirable personal qualities.
- B. Self-analysis and improvement.
- C. Value of friendships.
- D. Responsibilities to friends and associates.
- E. Recognition of social customs and everyday courtesy.

II. Textile Arts: (Eighty periods Foods Option, Two hundred and eighty periods Homemaking Option, Four hundred and eighty periods Textile Option.)

A. Costume:

1. Clothing standards:

- (a) style and design;
- (b) fit and finish;
- (c) hygienic qualities;
- (d) wearing qualities and cost.

2. Planning an ensemble:

- (a) unity of colour and design;
- (b) suitability to wearer and occasion.

3. Pattern-making:

- (a) modification of plain commercial pattern to give variety of design in neck-lines, sleeves, yokes, fullness and openings;
- (b) draping of slip using straight grain of material;
- (c) drafting and modifying of skirt block to meet current styles.

4. Garment-making:

- (a) dress of synthetic fabric—stressing suitability of finishes and originality in trimmings;
- (b) blouse or unlined jacket of wool or synthetic fabric—using modified commercial pattern;
- (c) skirt—using pattern drafted by pupil;
- (d) synthetic fabric slip—using draped pattern stressing hand finishes (commercial pattern is used by pupils taking Foods Option);
- (e) day or evening dress of cotton—preferably sheer material.

5. Millinery:

(a) Selection—

- (1) study of personality, colouring, contour of face and hair arrangement.
- (2) current styles and types of hats—their adaptation to the individual.
- (3) contribution to the ensemble:

(b) Construction—

Fabric hat, draped or stitched, and felt or straw hat blocked:

- (1) measurements, style and patterns,
- (2) manipulating of material, blocking, draping, steaming, pressing,
- (3) application of various stitches,
- (4) trimming by use of ribbons, flowers, feathers or other ornaments,
- (5) finishing—inside bands, linings, final pressing, and steaming;

(c) Care of hats—

- (1) factors affecting the life of a hat,
- (2) general upkeep.

B. Advanced machine work:

1. Study and use of attachments—cording foot, ruffler, tucker, binder. Suggested problems:

- (a) insertion of zippers;
- (b) collar and cuffs;
- (c) children's clothes;
- (d) aprons;
- (e) household articles.

2. Power operating (for schools equipped with power machines):

- (a) parts and operation of machine;
- (b) oiling and care;
- (c) training and practice in use of machine.

Suggested problems—

- (1) household linens,
- (2) aprons or uniforms,
- (3) gym uniforms.

C. Textiles:

1. Study of silk and synthetic fabrics:

- (a) manufacture and finishing;
- (b) qualities—
 - (1) silks—spun, weighted, pure dye,
 - (2) synthetic fabrics—Bemberg, Celanese, viscose rayon;
- (c) standard materials and uses;
- (d) knitted and novelty materials;
- (e) tests—physical and burning;
- (f) purchasing—piece goods, dresses, lingerie, hosiery.

2. Laundering and care:

- (a) laundering of silk and synthetic fabrics;
- (b) tinting and dyeing;
- (c) removal of stains;
- (d) safe methods of dry cleaning;
- (e) mending of hosiery and lingerie.

Pupils will take the topics of the above unit as follows:

Homemaking Options:—A 1, A 2, A 3, A 4 (a) (b) (c) (d), A 5 (a) (c), C.

Foods and Cookery Options:—A 1, A 2, A 4 (a) (d), A 5 (a) (c), C.

Textile Arts Options:—Entire Unit.

III. Arts and Crafts: (Forty periods.)

- A. Value of leisure-time activity.
- B. Historical background of various crafts.
- C. Suggested activities—embroidery, needlepoint, Italian hemstitching, and leatherwork applied to personal and household accessories.
- D. Selection of equipment, materials and designs for above problems.

IV. Consumer Education: (Forty periods.)

A. Budgets:

- 1. Family income.
- 2. Family needs.

B. Factors determining price:

- 1. Law of supply and demand.
- 2. Distribution:
 - (a) transportation;
 - (b) middleman;
 - (c) types of stores and markets.
- 3. Methods of buying:
 - (a) cash and carry;
 - (b) telephone and personal selection;
 - (c) quantity.
- 4. Methods of payment:
 - (a) cash;
 - (b) credit;
 - (c) instalment.

5 Advertising.

C. Guides to quality.

- 1. Appearance.
- 2. Price.
- 3. Grading—terminology, specifications, standardization.
- 4. Sources of information—newspapers, magazines, bulletins, government reports, approval services, text-books.

D. Advertising:

- 1. Methods.
- 2. Interpretation of claims and slogans.
- 3. Dangers and benefits.

E. Bargains and bargain goods:

- 1. What constitutes a bargain.
- 2. Reasons for bargain sales.

F. Responsibilities as a consumer:

1. Shopping ethics.
2. Education of consumer.
3. Sales resistance.

G. Consumer problems:

1. Individual or group project—a critical study of one or more phases of consumer education as presented above. These should be closely related to other units of the course.

V. Planning and Operating the Home: (Sixty periods.)

A. Standards for a home:

1. Health—location, construction, size, sanitation, lighting, furnishings.
2. Comfort, happiness and beauty.
3. Efficiency—size, equipment, arrangements.

B. Home financing:

1. Portion of general budget for shelter, furnishings, and operating.
2. Purchasing methods.
3. Economical practices in home operation.

C. Selection of a home:

1. Location and site.
2. Types of dwelling.
3. Floor plans.
4. Home lighting, heating, and ventilation.
5. House exteriors.

D. Furnishings and decorating:

1. Essentials for each room.
2. Additions for increasing comfort.
3. Interior finishes.
4. Arrangement of rooms.

E. Renovation problems:

1. Home improvement schemes.
2. Painting, remodelling and rearranging of furniture.
3. Addition of new furnishings.

F. Repairing of household equipment—taps, traps, electric cords and connections.

G. Household accessories—the making of rugs, cushions, curtains, covers for straight chairs, or improvised furniture.

VI. Physiology and Dietetics: (Sixty periods.)

A. Digestion:

1. Simple structure of mouth, esophagus, stomach, intestines.
2. Special functions of above organs.
3. Factors which promote or retard digestion.
4. End-products of digestion.

B. Metabolism:

1. Absorption and distribution of food.
2. The utilization of food.

C. Excretion:

1. Function of the large intestine and kidneys.
2. Function of lungs and skin.

D. Circulation:

1. Composition and function of blood.

E. Food requirements and dietary standards:

1. Function of carbohydrates, protein, fat, vitamins and minerals.
2. Results of deficiencies.
3. Valuable sources.
4. Amounts of common foods to provide an optimum intake.
5. Meal planning based on dietary standards.
6. Value of attractive, palatable and satisfying meals.

VII. Home Care of the Sick: (Twenty-four periods.)

A. Suggestions for sick-room attendants.

B. Sick-room sanitation.

C. Symptoms of illness.

D. Care of the patient:

1. Routine for comfort.
2. Administration of medicine, food and other requirements.
3. Rest and entertainment.

E. Communicable diseases—regulations, prevention, care.

F. First Aid in emergencies.

VIII. Foods and Cookery: (Seventy-two periods Textile Arts Option, Two hundred and seventy-two periods Homemaking Option, Four hundred and seventy-two periods Foods Option.)

A. Food study:

1. Variety of foods in Canadian diets.
2. Relative composition of foods.
3. Processing of foods:
 - (a) study of milk, milk products, fruit, vegetables, cereals, sugar, meats, fish and eggs;
 - (b) practice of home processing such as drying, canning, storing;
 - (c) use of home and commercially processed food.
4. Comparative value of fresh and processed food.
5. Care and storage methods for everyday foods.

B. Practical cookery experiments:

1. Methods of retaining colour, texture and flavour in fruits and vegetables.
2. Comparison of cereals cooked by different methods.
3. Comparison of skim milk, buttermilk, whole milk, dry and evaporated milk for sauces, desserts and flour mixtures.
4. Effect of heat on eggs, cheese, meat.
5. Comparative methods of making tea and of making coffee.

C. Table service and decoration:

1. Table appointments—selection on a basis of utility, quality, good taste and cost of silver, china, glass, linen, electrical equipment.
2. Table setting and service for family meals with and without a waitress.
3. Special functions such as high teas, buffet meals, luncheon and supper parties.

D. Practical cookery and family meals:

1. Canning of fruit.
2. Preparation of jams, conserves, relishes and pickles.
3. Drying herbs—sage, summer savory, parsley, mint or celery leaves.
4. Making salads—jellied, frozen and special salads.
5. Cookery of vegetables:
 - (a) various methods;
 - (b) unfamiliar types.
6. Meats and fish—steaks, chops and roasts.
7. Flour mixtures—various types of quick breads, cookies, cakes, pastry.
8. Desserts—batter puddings, frozen desserts.
9. Attractive and palatable dishes from left-over meat, vegetables and cake.

E. Meals for the home invalid:

1. Suitable food selected from family meals.
2. Preparation and service of the tray.

Pupils will take the topics of the above unit as follows:

Homemaking Option:—A, C, D, E.

Textile Arts Option:—A 3, C 1, 2, D 5, 6, 7, 8, 9, E.

Foods and Cookery Option:—Entire Unit.

IX. Care of the Infant: (Twelve periods.)

- A. Bathing, exercising and dressing.
- B. Selection and care of clothes.
- C. Feeding and sleeping habits.
- D. Prevention of infection and symptoms of illness

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE XI

1. List of reference books given for Grades IX and X.

2. Additional references recommended as follows (Latest Revision):

Agan: The House—Longmans, Green & Co.....	\$4.50
Balderston: Housewifery—Longmans, Green & Co.....	4.50
Baldt: Clothing for Women—Longmans, Green & Co.....	4.50
Best and Taylor: The Human Body—Wm. Gage Co.....	3.50
Burkard, Chambers, Maroney: Health and Human Welfare—Ryerson Press.....	1.50
Calthrop: English Costume—Macmillan.....	1.98
Cantlie: First Aid to the Injured—St. John Ambulance Association.....	.50
Davis: Vitality Through Planned Nutrition—Macmillan.....	2.20
Erwin: Practical Dress Design—Macmillan.....	3.50
Hunter: The Girl To-day, The Woman To-morrow—Allyn and Bacon.....	1.50
Jordan, Ziller, and Brown: The Home and Family—Macmillan.....	2.20
Justin and Rust: Home and Family Living—Longmans, Green & Co.....	2.70
Latzke and Quinlin: Clothing—Longmans, Green & Co.....	4.50
Matthews: The House and Its Care—Macmillan.....	2.00
Stanley and Cline: Foods—Selection and Preparation—Ginn & Co.....	2.50
Tisdall: Home Care of Infant and Child—J. M. Dent.....	3.00
Trilling, Williams, and Reeves: Problems in Home Economics—Longmans, Green & Co.....	2.30
Turner, Collins, and Morgan: Home Nursing and Child Care—Copp, Clark Co.....	1.25
Wilmot, Batjer: Food for the Family—Longmans, Green & Co.....	4.00

Bulletins and Manuals:

Better Buymanship Bulletins, 80 Richmond Street West, Toronto.

Canadian Welfare Council Bulletins, Parliament Bldgs., Ottawa.

Department of Agriculture Bulletins, Parliament Bldgs., Ottawa.

Department of Agriculture Bulletins, Parliament Bldgs., Toronto.

Department of Pensions and National Health, Parliament Bldgs., Ottawa.

Life Insurance Bulletins.

Emergencies in Wartime, 621 Jarvis Street, Toronto.

Manual for Home Nursing, 621 Jarvis Street, Toronto.

St. John Ambulance Handbook, 416 Bloor Street East, Toronto.

Magazines.

Pamphlets.

GRADE XII
VOCATIONAL COURSE

THE GIRL AND THE COMMUNITY

I. Community Relationships: (Ten periods.)

- A. Adjustment of the individual in the community:
 - 1. Study of occupations for girls.
 - 2. Demands of the business world.
 - 3. Needs and opportunities for continued education.
 - 4. Ideals for a happy life.
- B. The contribution of the individual to the community:
 - 1. Economic independence.
 - 2. Neighbourhood co-operation.
 - 3. Participation in organizations.
- C. Benefits afforded by the community:
 - 1. Government representation and protective legislation.
 - 2. Social welfare and recreational opportunities.
 - 3. Educational and religious privileges.

II. Textile Arts: (Eighty periods Foods Option, Three hundred and twenty periods Homemaking Option, Five hundred and sixty periods Textile Option.)

- A. Costume design:
 - 1. Evolution of a garment:
 - (a) the influence of fashion—sources of inspiration, adaptations, commercial trends;
 - (b) study of outstanding coutouriers and American designers;
 - (c) route from designer to wearer;
 - (d) study of Canada's wartime clothing regulations.
 - 2. Principles of design:
 - (a) proportion—Greek law, structural or decorative lines;
 - (b) balance—formal, informal;
 - (c) rhythm—effect of repetition and radiation;
 - (d) harmony of colour, line and texture.
 - 3. Individual design problem—dress or blouse:
 - (a) interpretation of personality according to type and temperament;
 - (b) study of current mode in design, fabric and colour;
 - (c) designing dress or blouse on either a lay or miniature figure, using fabric or paper.
 - 4. Detail designing:
 - (a) neck and sleeve lines;
 - (b) belts, revers and ornaments.

B. Construction:

1. Development of pupil's design by drafting, draping or modification of commercial pattern.
2. Construction of the garment designed using materials requiring more skill in handling—such as velvet, chiffon, lace or net (Food Option will use commercial pattern for jacket or dress).
3. Construction of light-weight wool coat:
 - (a) selection of commercial pattern and material;
 - (b) fundamental processes—taped seams, interlining for collars and facings, two-piece button-holes, pockets and lining.

C. Dress alterations:

1. Demonstration of alterations on new or worn garments:
 - (a) raising waistlines;
 - (b) adjusting shoulders;
 - (c) fitting sleeves;
 - (d) inserting darts;
 - (e) combining of fabrics.
2. Application of one or more of the above, by the pupil.

D. Custom dressmaking:

1. It is suggested that the greater part of the time allotted to Textile Arts be spent on custom work and that the pupils be given as much repetition as possible on one type of garment, later advancing to another type.
2. Suggested work—wool skirts, blouses, dresses, lingerie, curtains, draperies.
3. Power operation whenever possible.

E. Crafts: It is suggested that, where time permits, pupils be encouraged to pursue crafts previously taken. The aim should be the acquisition of skill and the development of originality in the craft chosen.

Pupils will take the topics of the above unit as follows:

Foods and Cookery Options:—A 1, 2, B 2, C, E.

Homemaking Options:—A, B, C, E.

Textile Arts Options:—Entire Unit.

III. Consumer Education: (Forty periods.)

- A. Investigation of specific problems selected from the units of the course, foods, textiles, clothing, home furnishings, home equipment and operating supplies.
- B. Consideration of consumer services. A critical study of such services as are provided by—the occasional or regular servant; laundry and cleaning establishments; manufacturers; restaurants and delicatessens; factory and custom clothiers; home furnishing departments.

IV. Home Mechanics: (Thirty periods.)

A. Plumbing and sanitation:

1. Requirements of the present-day home in city and country.
2. Operation and care of equipment.

B. Heating and ventilation:

1. Principles of air-conditioning.
2. Operation and care of heating, cooling and humidifying systems.
3. Insulation.
4. Fuels—their cost and efficiency.

C. Lighting:

1. Types of home lighting.
2. Required units for different kinds of work.
3. Efficient use of light.

D. Mechanical equipment—refrigerators, stoves, washers and small equipment:

1. Principles of operation.
2. Initial, maintenance and operation expenses.
3. Consumption of current or other fuel; reading meters.
4. Dangers of overloading; use of fuses.
5. Safety rules and regulations for operation.
6. Care and conservation.

V. Nutrition and Dietetics: (Eighty periods.)

A. Caloric requirements of normal individuals:

1. Methods of determination.
2. Influence of activity.
3. Results of insufficient and excess calories.
4. Sources of energy.

B. Protein and mineral requirements:

1. Method of determination.
2. Sources, and amounts to provide for optimum health.
3. Results of deficiencies.

C. Vitamins:

1. Sources, and amounts of different foods to provide for optimum health.
2. Results of deficiencies.

D. Construction of an adequate diet:

1. Rules for an adequate diet.
2. An adequate diet at moderate and low cost.
3. Menus based on an adequate diet.
4. Food idiosyncracies and allergies.

VI. Foods and Cookery: (Eighty periods Textile Arts Option, Three hundred and twenty periods Homemaking Option, Five hundred and sixty periods Food Option.)

A. Experimental cookery:

1. Result of variation in kinds and quantities of ingredients, and in methods of combining ingredients of sauces, desserts and flour mixtures.
2. The effect of temperatures and length of time on cooking meats, fish, flour mixtures.
3. Comparison of methods for processing canned fruit.

B. Menu planning and meal preparation:

1. Planning menus from nutritional, economic and aesthetic standpoints.
2. Organization of time and labour factors in meal preparation.
3. Individual preparation of complete luncheons, suppers, dinners, teas.

C. Catering for home and for outside organizations:

1. Table service—English and Russian styles.
2. Table decorations.
3. Menus for special occasions, receptions, semi-formal luncheons and dinners, parties.
4. Preparation of hors d'oeuvres, stock and miscellaneous soups, entrees, special meat or fish dishes, fancy desserts.
5. Preparation of special dishes typical of those used in foreign countries.
6. Food cost-accounting.
7. Food preparation for occasional custom trade.

D. Institutional management:

1. Pantry and counter service.
2. Quantity cookery.
3. Supervising supplies and store-keeping.
4. Menu planning and food purchasing.
5. Solving problems arising out of labour, equipment and food emergencies.
6. Public health regulations for restaurants; labour laws and regulations for food workers.

Pupils will take the topics of the above unit as follows:

Textile Arts Options:—B, C 1, 2, 3, 5.

Homemaking Options:—A, B, C.

Foods and Cookery Options:—Entire Unit.

REFERENCE BOOKS FOR THE COURSE IN HOME ECONOMICS, GRADE XII

1. List of reference books given for Grades IX, X and XI.

2. Additional references recommended as follows (Latest Revision):

Best and Taylor: The Human Body and Its Functions—W. J. Gage.....	\$3.15
Bogert: Nutrition and Physical Fitness—Saunders.....	3.00
Byers and Kamholz: Designing Women—Simon and Schuster.....	1.96
Coles: Standardization of Consumers' Goods—Ronald Press Co., N.Y.....	3.00
Delineator Cook Book: Delineator Home Institute—McClelland.....	2.00
Farmer: The Boston Cooking School Cook Book—Little, Brown & Co.....	2.50
Halliday and Noble: Hows and Whys of Cooking—University of Chicago Press.....	2.00
Henney and Byett: Laundry Work in Schools—Dent.....	1.00
Kennedy and Vaughan: Consumers' Economics—Copp, Clark Co.....	1.92
MacLeod and Nason: Chemistry and Cookery—McGraw-Hill Book Co.....	3.50
Sherman: Food and Health—Macmillan.....	2.50

